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ABSTRACT

This general guide provides information on the 15 Project Connect Learning Guides for secondary education that are adaptations of the guides developed for adult consumer and homemaking education programs. An introduction discusses usefulness of the guides, participation in Future Homemakers of America-Home Economics Related Occupations, and development of the guides. Other sections describe parts of the learning guides and provide teacher tips for using them. A section that describes instructional planning using the learning guides includes flowcharts that list each competency and student outcome in the learning guides and a matrix of topics used in the guides. The following section describes characteristics of the economically disadvantaged and characteristics that may affect learning; it provides suggestions for teaching economically disadvantaged students. A selected bibliography contains 19 references dealing with economically disadvantaged and culturally diverse learner populations. (YLB)

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ED 388 825

Project Connect General Guides

Secondary Guide for Consumer and Homemaking Education

CE 070 220

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PROJECT CONNECT

Linking Self–Family–Work

PROJECT CONNECT SECONDARY GUIDE FOR CONSUMER & HOMEMAKING EDUCATION

Illinois State Board of Education
Department of Adult, Vocational and Technical Education
Carl D. Perkins Vocational and Applied Technology Education Act of 1990

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PROJECT CONNECT

GENERAL GUIDE

Secondary
Consumer and Homemaking Education

Illinois State Board of Education
Department of Adult, Vocational and Technical Education

#WOCO945

Carl D. Perkins Vocational and
Applied Technology Education Act of 1990

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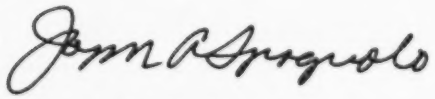
FOREWORD

The Secondary Project Connect Learning Guides are adaptations of the Project Connect Learning Guides that were developed for Adult Consumer and Homemaking Education Programs. The guides are resources for Home Economics/Family and Consumer Science instructors in secondary schools to use in implementing Public Law 101-392, the Carl D. Perkins Vocational and Applied Technology Act of 1990, Title III, Part B-Consumer and Homemaking Education and Public Act 84-534, Chapter 122, School Code, 27-23.1. Parenting Education.

The learning guides provide subject-matter instruction for secondary-level courses typically called child development, food and nutrition, clothing and textiles, resource management, living environments, adult living, and parenting. The format of the guides and the content provide students with experiences to make decisions; use creative approaches to solve problems; establish personal goals; communicate effectively; and apply management skills to situations faced as an individual, family member, student, and worker. The Project Connect Learning Guides also identify basic skill applications to enable students to strengthen communication, reading, and math skills while learning new competencies to succeed in the home, community, and workplace.

The Home Economics/Family and Consumer Science instructor will find this material helpful in addressing the National Education Goals, implementing them in the Illinois Goals 2000 plan, and addressing Illinois Goals for Education and School to Career Initiatives.

We wish to thank the secondary instructors who reviewed the format and content for giving of their time, talent, experience, and creativity. Appreciation is also extended to the staff of Project Connect for producing instructional materials that serve as a valuable resource to implement the laws and policies that provide guidance for instruction in Home Economics/Family and Consumer Science classrooms.



Joseph A. Spagnolo
State Superintendent of Education
Illinois State Board of Education

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Aurora East School District, Aurora
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Kaskaskia College, Centralia
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Lawrence Adult Education Center, Springfield
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Sandra Schrof
Prairie Central High School, Fairbury, IL

Ann Stickman
Lyons Township High School North, LaGrange, IL

Personal and family life does have an impact on job performance. Project Connect, a competency-based Consumer and Homemaking Education Program, focuses on the connections among personal, family, and job responsibilities so that these aspects of living will complement each other. Competencies essential for success in all three facets, individually and collectively, were developed for the Consumer and Homemaking Program.

The Project was developed in response to legislation to assist individuals in economically depressed areas of Illinois who need support to improve home environments and the quality of family life. This support then facilitates their ability to access employment preparation programs and obtain and maintain employment.

Project Connect provides consumer and homemaking programs to individuals in community colleges, adult education centers, community centers, and the workplace. Project Connect has become an integral part of the local network of service providers.

The Adult Consumer and Homemaking Guides have been adapted as resources for secondary Home Economics/Family and Consumer Sciences instructors.

Why Is This Valuable to the Teacher?

These guides are especially helpful and beneficial to secondary teachers as they address the educational needs of students and prepare them to be productive, responsible, and contributing adults in our future workforce. Schools are being asked to create connections between schools and the workplace, to make schooling a quality experience for all children, and to improve schooling so that all children learn and learn sufficiently well to lead economically productive lives and to be socially responsible. Many initiatives, have been identified and impact education reform. These initiatives are addressed in the content and designated enhancement activities throughout the learning guides. For example:

1. Goals 2000 Educate America Act, Goal 1: Ready to Learn, emphasizes personal and parenting skills which are fundamental to consumer and homemaking programs. Three or more guides relate to personal and parenting skills.

2. The content of the Parenting Education Act of 1985 is integrated into the instruction throughout the 15 guides.

3. The School to Work (STW) Opportunity Act of 1994 creates a system to prepare young people to move through the system as they prepare for work. The learning guides have included focus on basic academic skills, student outcomes, learning activities related to employment, job skills, and interpersonal skills.

4. The Secretaries Commission on Achieving Necessary Skills (SCANS) competencies and foundation skills are integrated throughout several of the guides.

5. Accountability studies show that the competencies taught in the Consumer and Homemaking classes in Illinois had a positive impact on the lives of graduates in becoming competent and nurturing adults, that students who had these courses were better managers, better decision-maker, and better at resolving conflicts. (Based on the research project, Evaluating Program Outcomes: Consumer and Homemaking Education, conducted by Northern Illinois University from July 1987 through July 1990.)

FHA-HERO

Participation in Future Homemakers of America–Home Economics Related Organizations (FHA-HERO), the vocational student organization for Home Economics/Family and Consumer Science students provides members with educational experiences that are identified in many of the initiatives that are reforming education today. As Illinois schools develop School Improvement Plans and address the initiatives of the SCANS report, School to Work Opportunities Act, and Goals 2000 Educate America Act, the goals and activities of FHA-HERO provide a vehicle to implement these initiatives.

Membership in FHA-HERO provides leadership opportunities for members through educational projects and activities focusing on families, careers, and communities that are integrated into the classroom and extend learning beyond the classroom. Individual and team projects enable students to participate in a variety of activities that develop responsibility, initiative, planning, and citizenship skills. Activities such as competing in skill events, providing peer education programs, providing community service, participating in cooperative learning projects, organizing meetings, and being an officer allow the members the ability to develop competencies to use today and in their futures.

The success of participation in FHA-HERO has been documented through the research project, Evaluating Program Outcomes: Consumer and Homemaking Education. High school graduates who had been members reported having higher levels of self-esteem and reported higher levels of accomplishment in over half of the consumer and homemaking competencies that were identified in the study

Development of the Guides

A research and development team at Southern Illinois University developed fifteen competency-based learning guides which focus on the connections among personal, family, and job responsibilities. The topic areas chosen for the learning guides were specified in the Carl D. Perkins Vocational and Applied Technology Education Act of 1990, Title III, Part B:

1. Strengthening Parenting Skills: Infants, Toddlers, and Preschool
2. Strengthening Parenting Skills: School Age
3. Strengthening Parenting Skills: Teenagers
4. Preventing Teen Pregnancy
5. Balancing Work and Family
6. Making Consumer Choices
7. Managing Individual and Family Resources
8. Improving Individual, Child, and Family Nutrition, Health and Wellness
9. Managing Home and Work Responsibilities
10. Improving Responses to Individual and Family Crises
11. Assisting At-Risk Populations
12. Understanding the Impact of New Technology on Life and Work
13. Applying Consumer and Homemaking Skills to Jobs and Careers

14. Conserving Limited Resources

15. Assisting the Elderly and Individuals with Disabilities

Existing materials that identified competencies necessary for effectively managing personal, family, and job responsibilities were collected and reviewed. Individuals familiar with the needs of people in economically depressed areas of Illinois were then asked to rank competencies needed to "connect" family and work skills. Resource materials useful in teaching individuals in economically depressed areas were collected. The expertise of 156 individuals working exclusively with special programs for disadvantaged and targeted populations were involved in establishing priorities for the competencies to be developed by the instructional materials. In addition, participants and secondary home economics teachers were asked to rank topics for instructional materials to determine the sequence of development.

A list of competencies judged for their success in connecting personal, family, and work life form the basis of the educational materials. Competencies[1] found to be most needed are addressed in self-contained, easy-to-use learning guides. (These guides are not self-instructional.) The materials, developed to help individuals manage family and work responsibilities, to improve their abilities to effectively and efficiently manage resources, and to enhance employment skills, are adaptable for group or individual settings.

Researchers reviewed current instructional materials and learning strategies available from state and out-of-state resources and programs for the topics and target areas.

During the learning guide development process, field site teachers, individual teachers, and the Project Connect Coordinators Committee reacted to the proposed format, learning activities, and supplements.

Ten pilot sites, including secondary, postsecondary, community college, adult education, and area vocational centers, were used for field testing. Revisions of draft materials were made based on evaluative feedback from the sites.

[1]Competencies were listed and ranked according to need and importance. Because of constraints of space, budget, and time, only the first three to five competencies were developed in the guides.

How Is It Used?

The format for the secondary guides was based on input from secondary teachers who met and reviewed the guides. Suggestions were to use a hole punch, loose-leaf pages format with print written across the page, and with each competency contained with its own supplements and related materials.

In addition, each page contains "footers" that identify the guides and title and, as appropriate, the competency number and title.

Each Project Connect learning guide includes the following: (1) a table of contents identifying guide topics; (2) general introduction and guidelines for using the material; (3) a checklist for users to see what materials or preparations are needed in advance; (4) an introduction to the guide; (5) specified competencies, with student outcomes/evaluations, definitions, key ideas, teacher strategies/methods, suggested student activities, sample assessments, supplementary resources, and instructional supplements. Supplements are numbered consecutively throughout the guide but are divided according to competency. In cases where a supplement was used for more than one competency, the supplement was duplicated. Materials included in the guides are designed to provide some starting strategies which may help students manage family and work responsibilities, improve abilities to effectively and efficiently manage resources, and enhance employability skills. Materials in the learning guide are also written for varying learning abilities and reading levels.

The boxed areas that follow represent major areas found in the learning guides.

The **GENERAL GUIDELINES** section includes some brief definitions, hints for assessment of student entry-level competence, and the key to symbols used throughout the learning guides to designate enhancement activities.

The **CHECKLIST FOR USERS** section helps aid the teacher in determining in advance what materials or preparations are needed for each competency in the learning guide.

The **INTRODUCTION** contains general background information which can serve as an overview of the topic addressed. Information in the INTRODUCTION may or may not be referred to in other parts of the learning guides.

The **COMPETENCY STATEMENT** indicates what the student is to do: the task, the change in student behavior, and the student performance anticipated. Each learning guide will typically address three to five competencies related to a topic.

The **STUDENT OUTCOMES** section identifies the specific behavior which enables the student to show that he/she is able to perform the competency addressed. The OUTCOMES are stated to enable the teacher to use appropriate criteria in order to evaluate whether the student is able to perform the tasks identified.

The **DEFINITIONS** section of the learning guides was developed to help the teacher and students understand and define some of the terms that may be used in the packet. Most definitions are defined in order of use and in context of use.

The **KEY IDEAS** section of the learning guides briefly summarizes important information about the topic. Facts, research, and statistics may assist the teacher with background information on topics included in the packet.

The **TEACHER STRATEGIES/METHODS** section of the learning guides are intended for the teacher to introduce learning experiences that are directed or stressed by the teacher to the student.

The **SUGGESTED STUDENT ACTIVITIES** section is designed with the philosophy in mind that students retain most when they are actively involved in learning experiences.

SAMPLE ASSESSMENTS (Knowledge and Application) are included for each competency to assist the teacher in assessment of student outcomes.

SUPPLEMENTARY RESOURCES are listed for some competencies to illustrate a variety of materials the teacher may wish to preview and have available to supplement the competency material.

The **SUPPLEMENTS** are included following the appropriate competency in the learning guides to supply the teacher with suggestions, ideas, and planned activities for the student to complete.

The **BIBLIOGRAPHY** at the back of each learning guide includes a list of all resources reviewed in preparing the specific learning guide. They are in alphabetical order.

TEACHER TIPS FOR USING THE LEARNING GUIDES

Review the **Checklist for Users** to determine needed preparation.

In the **Suggested Student Activities** sections of the learning guides, symbols are used to designate enhancement activities:

- may relate to basic skills
- may relate decision-making and problem-solving skills
- may enrich student abilities and experiences
- may interrelate concepts to personal, family, and work
- may address the influence of technology on subject matter, knowledge, and work
- pre- and/or posttest assessment activities

The teacher will also need to find out who the students are and their backgrounds. Techniques and activities are included in the **Teacher Strategies/Methods** and **Suggested Student Activities** sections.

The intent of the student outcomes is to identify what the student is expected to do, and to judge whether the student has performed as expected.

Other **Definitions** to explain words used in the learning guides include the following:

impact – effect of achieving outcome
outcome – behavior which enables the student to show that he/she is able to perform the competency
competency – task, change in behavior, or performance anticipated (what they do)
learning guide – self-contained, easy to use instructional packet addressing competencies essential to success in personal, family, and work life
resource – information useful in attaining goals

Learning guides address competencies needed to successfully connect personal, family, and job responsibilities.

Learning guides are designed to be self-contained, but can be supplemented depending on the needs and resources.

Activities suggested and supplements included in the learning guides may need to be modified to meet the needs of the student.

Learning guides are for use by a Home Economics/Family and Consumer Sciences instructor and are not self-instructional packets for use by students. The following are suggestions to help the teacher:

1. It is recommended that the teacher read and review the learning guide in its entirety to become familiarized with information provided.

2. Each learning guide was designed in a sequential order to help in organizing the learning process. The methods and strategies that the teacher may choose to use are also designed in sequential order to aid in the learning process. One teacher strategy may not stand alone. It may need other teacher strategies to allow the subject to be completely understood.

3. The uniqueness of the learning guides is that they do not have to be used in their entirety. The teacher has the opportunity to pick and choose methods and strategies according to subject and appropriateness for the students and their educational level. They are intended only as suggestions for the teacher. The teacher may alter these according to needs.

4. Included in the **Teacher Strategies/Methods** section are suggestions on the preparation of class materials needed to prepare bulletin boards, displays for the class, demonstrations, presentations, discussions, or props needed for visual observation. Other suggestions may include ideas on resource people, panels for discussion, inquiry sessions, field trips, dramatizations, and any other teacher method of complementing the learning process.

When using **Suggested Student Activities**, keep the following suggestions in mind:

1. The activity section is to provide the teacher with ideas and activities for the student to actively participate in learning experiences that would encourage completion of the outcome statements to the competency.

2. The activities are planned for the student to increase his/her knowledge of subjects. Academic, problem-solving, creative thinking, self-awareness, and discussion skills are only a few of the suggested techniques with which the students may be involved. Other examples are debates, handouts, role-playing, brainstorming, and interviews.

3. The teacher may refer to the **General Guidelines** to identify keys or codes which identify the type of enhancement activity that is suggested in the **Activity** section of the packet. For example: [B] would mean the activity relates to basic skills, giving particular attention to language arts or mathematics.

Supplements included in each learning guide may be used as handouts, overheads, discussion topics, or written activities for the student. It is recommended that the teacher pick and choose only those supplements that will complement and enhance the learning experiences of their particular group of students. Copyrighted material cannot be altered.

INSTRUCTIONAL PLANNING

These guides can be used as resources in the Home Economics/Family Consumer Science classrooms for those courses that are approved in the Occupation of Homemaking Program: Orientation to Home Economics/Family and Consumer Science; Food and Nutrition; Child Development; Clothing and Textiles; Parenting; Adult Living; Resource Management; and Living Environments. Since the guides are based on the program of instruction as identified in the legislation, each guide addresses competencies that could be addressed in more than one course. Course content at the secondary level is identified according to groupings of duty areas and tasks within each of the duty areas. The teacher will have to make decisions about the use of the Project Connect learning guides based on the course and tasks being taught.

The following is an example of how to coordinate the competencies in a guide with the corresponding courses and task.

For the **Parenting Course**,

Duty Area – Managing and Organizing Parenting by Applying Decision and Goal-Setting Skills

Task – Identify characteristics necessary for parenting

use the

Project Connect Learning Guide 1 – Strengthening Parenting Skills: Infants, Toddlers, and Preschoolers

Competency #1 – Explain the nurturing roles and responsibilities of parents.

The two documents that follow may be useful to teachers for planning purposes and to give an overview of the learning guide content. The first is a **flow chart** that lists each competency and student outcome in the learning guide. This document is useful to the competency topic. The second document, a **matrix** of topics, begins on page 28.

Document One
Project Connect Learning Guide Flow Chart

SECONDARY LEARNING GUIDE 1
STRENGTHENING PARENTING SKILLS:
INFANT, TODDLERS, AND PRESCHOOL

1 – Explain the Nurturing Roles and Responsibilities of Parents.	2 – Determine Expectations in the Physical, Mental/ Intellectual, Emotional, and Social Development of Infants, Toddlers, and Preschoolers.	3 – Describe Ways To Foster an Infant's, Toddler's, and Preschooler's Social, Emotional, Motor/Physical, Mental/Intellectual, and Language Development.	4 – Identify Procedures and Precautions in Providing a Safe, Healthful, Comfortable Environment for Infants, Toddlers, and Preschoolers.
• Given a series of pictures, indicate the roles being performed by the figure (e.g., empathy, teaching, discipline, love, and acceptance).	• Using the chart provided, identify where a child is developmentally.	• Develop an understanding of the importance of responding to children and providing tactile, visual, and verbal stimulation as central to good parenting.	• Demonstrate ways to eliminate hazards and accidents associated with toys, home, and areas outside the home.
• Differentiate between responsible and irresponsible characteristics in parenting.	• Using the chart provided, identify expectations of a child at different ages and stages.	• Determine appropriate skills and actions for children to learn at given stages of development.	• Identify dangerous objects and situations which may need to be childproofed.
• Given a list of children's needs, describe ways to provide or meet those needs.	• Give examples of how preschoolers communicate, how they behave, and how parents respond.	• Identify appropriate examples for encouraging development in social, emotional, motor/physical, mental/intellectual, and language categories.	• Given a variety of potentially dangerous situations, the student will determine proper courses of action.
			• List good health practices adults can model for children in terms of nutrition, rest, cleanliness, exercise, and immunizations.

SECONDARY LEARNING GUIDE 2
STRENGTHENING PARENTING SKILLS: SCHOOL AGE

1 – Explain the Nurturing Roles and Responsibilities of Parents.	2 – Determine Expectations in the Motor/Physical, Mental/Intellectual, Emotional, and Social Development of School-Age Children.	3 – Describe Ways To Foster a School-Age Child's Social, Emotional, Motor/Physical, Mental/Intellectual, and Language Development.	4 – Demonstrate Positive Techniques of Relating to School-Age Children and Guiding Their Behavior.
• Given a series of pictures, suggest the roles being performed by the parenting figure (e.g., empathy, teaching, discipline, love, acceptance).	• Using the chart provided, identify where a child is developmentally.	• Using a checklist, develop awareness of fostering activities.	• Given examples, distinguish between discipline and punishment and the effects of each.
• Using profiles, differentiate between responsible and irresponsible characteristics of parenting.	• Using the chart provided, determine what to expect of a child at different ages and stages of development (sequentially and developmentally).	• Determine appropriate skills and behaviors for school-age children at given stages of development.	• Using case studies and situations, identify appropriate responses for behavior.
• Given a list of school-age children's needs, describe ways to provide or meet those needs.	• Given pictures, identify children at various ages and stages of development.	• List general ways children can be helped to meet their developmental needs.	• Using case situations, give examples of how to set and enforce limits in guiding children's behavior.
		• Using the guidelines provided, give examples of activities that can help school-age children develop in social, emotional, motor/physical, mental/intellectual, and language activities.	

SECONDARY LEARNING GUIDE 3
STRENGTHENING PARENTING SKILLS: TEENAGERS

1 – Determine Expectations in the Motor/Physical, Mental/Intellectual, Emotional, and Social Development of Adolescents.	2 – Describe Ways To Assist Adolescents in Their Development.	3 – Identify Differences in Family Situations Which Affect Parenting.	4 – Identify Appropriate Methods of Coping with Stress.	5 – Investigate Supportive Services Available to Parents.
• Identify the developmental tasks for adolescents.	• List ways to build an adolescent's self-esteem.	• Define family.	• Using the chart provided, identify various symptoms and illnesses that can be caused by stress.	• Become familiar with resources that help parents with adolescent problems.
• Identify various behavior characteristics associated with the period of adolescence.	• Identify some of the temptations and problems facing adolescents.	• Describe differences in family structures that affect parenting.	• Identify stressful situations that adolescents and parents of adolescents may experience.	• Identify professional and volunteer family services for various types of family problems.
• Identify changes that occur during adolescent development in each of the four developmental categories (motor/physical, mental/intellectual, emotional, and social).	• Give examples of adolescent needs that a parent can help meet. • Using case studies, give examples of ways to handle communication problems between a parent and an adolescent.	• Using case studies, develop an awareness of how children are affected by various family structures.	• Give examples of ways to manage and reduce stress.	

SECONDARY LEARNING GUIDE 4
PREVENTING TEEN PREGNANCY

1 – Predict the Consequences for Self, Partner, and Families in Case of Pregnancy.	2 – Explain the Reproductive Systems.	3 – Evaluate Methods of Birth Control and Prevention of Sexually Transmitted Diseases.	4 – Determine the Risks Associated with Sexually Transmitted Diseases and the Procedures in Diagnosis and Treatment.
• Identify problems that a teen could face if she became pregnant.	• Describe the functions of the parts of the female and male reproductive systems.	• Identify several methods of birth control.	• Identify common sexually transmitted diseases.
• Identify problems affecting parent(s) of teens in case of teenage pregnancy.	• Explain the process of conception.	• Evaluate the effectiveness of various forms of birth control.	• Identify the risks and consequences associated with sexually transmitted diseases.
• Identify costs associated with teenage pregnancy.	• Make distinctions between sexual myths and facts.	• Differentiate between effective and ineffective forms of birth control.	• Identify methods of treatment associated with sexually transmitted diseases.
		• Identify methods of birth control that can be effective in the prevention of sexually transmitted diseases.	

SECONDARY LEARNING GUIDE 5
BALANCING WORK AND FAMILY

1 – Identify Trends that Influence Work and Family Lifestyle Choices.	2 – Define Work and Family Obligations (Responsibilities).	3 – Describe Ways Work and Family Affect Each Other.	4 – Analyze a Personal Situation To Determine Areas of Needed Improvement.	5 – Plan Management Strategies To Increase Work/ School Satisfaction and Family Satisfaction.
• Recognize the need for balancing work and family.	• Determine factors that influence or contribute to work and family responsibilities.	• Identify areas of conflict between work and family life.	• Identify personal areas of stress related to work and family lifestyle.	• Recognize that positive and negative spillover exists between work/school and family life.
• Become aware of one's attitudes and values toward work and family issues.	• Describe work and family responsibilities individuals may assume at various times in the life cycle.	• Identify factors associated with work that affect the family.	• Determine personal work and family priorities.	• Recognize that management strategies can help reduce work/school and family conflict/stress.
• Examine current trends related to work life and family life.	• Develop awareness of one's personal work and family responsibilities	• Identify factors associated with family that affect work.		• Identify some management/ coping strategies.
• Determine the effects trends may have on family lifestyles and choices.				• Devise a personal plan or strategy for select work/school or family situation(s).

SECONDARY LEARNING GUIDE 6
MAKING CONSUMER CHOICES

1 – Identify Reliable Sources of Consumer Information.	2 – Evaluate Information Presented on Products and in the Medi•	3 – Compare Merchandise in Consideration of Cost, Quality, Appearance, Care Required, and Needs.	4 – Determine Use and Misuse of Credit.
• Become aware of the importance of being an informed consumer.	• Understand the importance of reading information on product labels.	• Recognize the importance of comparison shopping.	• Identify appropriate times and conditions for using credit.
• List sources of consumer information.	• Given a variety of products, students can interpret information provided on labels and in the media.	• Identify standards (or guidelines) used for comparing goods and services.	• List the advantages and disadvantages of using credit.
• Differentiate between *reliable* and *unreliable* sources of consumer information.	• Determine essential information needed about products.		• Recognize danger signs of credit use.
	• Given examples of advertising (media and labels), students can differentiate between those that give good information and those that do not.		

SECONDARY LEARNING GUIDE 7
MANAGING INDIVIDUAL AND FAMILY RESOURCES

1 – Determine the Resources Available to Self and Family.	2 – Describe How the Management of Resources Affects Achievement of Goals.	3 – Analyze Lifestyle Patterns To Determine How Resources May Be Used.	4 – Plan Strategies and Practices To Determine How Resources May Be Used To Yield Greater Satisfaction.
• Using listings provided, give examples of types of resources available.	• Become aware of the importance of goals and setting goals.	• Differentiate between a need and a want by giving appropriate examples.	• Given case problems, become familiar with and practice the decision-making process.
• Given problem situations, describe ways to use resources.	• Given examples, develop an awareness of how one's own value system influences management decisions.	• Contrast various lifestyle patterns with resource use.	• Identify principles of resource use and give appropriate examples.
• Given resource examples, determine how to develop these resources.	• Given sample situations, relate one's use of resources to achievement of goals.	• Analyze stages in the family life cycle and use of resources in each cycle.	• Given tasks and activities, apply management strategies for the use of various resources.
• Identify agencies that can provide resources for self and family.			

SECONDARY LEARNING GUIDE 8
IMPROVING INDIVIDUAL, CHILD, AND FAMILY NUTRITION, HEALTH AND WELLNESS

1 – Define Wellness.	2 – Plan Food Choices To Meet Nutritional Needs for Individual, Child, and Family.	3 – Assess Mental Health.	4 – Assess Own State of Physical Fitness and Identify Needed Improvement.
• Distinguish between health and wellness.	• Recognize benefits of making wise food choices.	• Identify qualities of good mental health.	• Describe benefits of exercise and fitness.
• List lifestyle factors that influence health and wellness.	• Determine ways to increase nutrition in fast-food selections.	• Assess own sense of self-concept and self-esteem.	• List the factors that determine fitness.
• Assess one's level of health and wellness.	• Vary menu choices for meeting nutritional needs of selected age groups.	• List strategies to improve own self-concept and self-esteem.	• Perform tests to assess own state of physical fitness. • Develop a personal fitness program.

SECONDARY LEARNING GUIDE 9
MANAGING HOME AND WORK RESPONSIBILITIES

1 – Identify Problems in Managing Home and Work Life.	2 – Discuss Values and Goals in Terms of Adjusting Expectations, Redefining Roles, and Sharing Responsibilities.	3 – Apply Work Simplification Techniques and Time Management Strategies in the Performance of Home/School Tasks.	4 – Describe Techniques for Reducing Stress.
• List common problems associated with balancing family and work.	• Recognize the impact personal values and goals, have on family, work, and school life.	• Determine which personal home and family responsibilities need to be done more fairly.	• Identify the causes of job-related stress.
• Identify problems faced by single parents.	• Relate values and goals to adjusting expectations, redefining roles, and sharing responsibilities.	• Ability to plan time for oneself, family, work, and school.	• Identify causes of family-related stress.
• Become aware of the problem of ïrole conflict.		• Select time management and organizational skills needed in order to perform household tasks more efficiently.	• Determine appropriate ways to control or reduce the stress of family and/or work.
• Develop and use techniques to reduce guilt.			
• Recognize the importance of skillful communications to home and work relationships.			

SECONDARY LEARNING GUIDE 10
IMPROVING RESPONSES TO INDIVIDUAL AND FAMILY CRISES

1 – Identify Life Situations that Cause Stress for Individuals or Families.	2 – Describe Ways Children and Adults May React to Stress.	3 – Determine Strategies for Coping with Stress.	4 – Employ a Conflict Management Strategy in a Life Situation.
• Give varied examples of sources of stress.	• Give examples of stress-related signs and symptoms.	• Using results of self-awareness activities in Competencies One and Two, student will assess personal stress level and vulnerability to stress.	• Identify life situations that can cause conflict.
• Given task listings, student can select stressful events for children, adults, and elders.	• Given a checklist of stress symptoms, student will determine personal responses to stress.	• Anticipate upcoming events/changes that may produce stress.	• Identify ways to manage anger as a means of resolving conflict.
• Given a list of events and activities, student will assess life changes that can affect stress levels.	• Using a scoresheet, student will determine her/his vulnerability to stress.	• Determine personal support systems.	• Given case examples, evaluate outcomes of conflicts.
	• Differentiate how children and adults respond to stress.	• Develop a personal plan of action for coping with stress in a life situation.	• Demonstrate effective communications skills as a conflict management strategy.
		• Develop an awareness of strategies useful to assist a child in coping with stress.	

SECONDARY LEARNING GUIDE 11
ASSISTING AT-RISK POPULATIONS
Part 1: Dropouts

1 – Analyze Reasons for Dropping Out of School.	2 – Identify Constructive Ways To Reinforce Self-Esteem.	3 – Identify Sources of Assistance for Achieving Personal Goals.
• Identify some characteristics of dropouts.	• Determine the relationship between social problems and low self-esteem.	• Develop a personal list of programs, people, and sources of help for improving self-worth and belonging.
• Develop awareness of circumstances which contribute to dropping out of school.	• Relate psychological needs to enhancing self-esteem.	• Recognize the importance of personal goals.
• Identify the effect dropping out of school has on oneself and other people who care.	• Participate in self-awareness activities for personal enhancement of self-esteem.	

SECONDARY LEARNING GUIDE 11
ASSISTING AT-RISK POPULATIONS
Part 2: Homeless

1 – Explain the Circumstances Which Contribute to Homelessness.	2 – Identify Problems Resulting from Homelessness and Ways These Might Be Resolved.	3 – Describe Ways in Which Homeless Persons May Seek To Satisfy Their Human Needs.	4 – Determine Available Sources of Help for Individuals and Families Facing Homelessness.
• Identify some causes of homelessness.	• Understand how the lack of a permanent home affects the quality of life for individuals, mothers, children, and families.	• Relate some creative and resourceful means that homeless people use to meet their needs for food, clothing, and shelter.	• Develop an awareness of how one can act effectively as a citizen and as a caring member of society concerning the homeless.
• Identify some danger signals that lead to homelessness.	• Develop an awareness of the stressful and difficult living arrangements that shelters can create for the homeless.	• Identify some survival strategies utilized by homeless persons in meeting their physical, social, and psychological needs.	• List ways to help the homeless build an independent and self-sufficient way of life.
	• Identify some problems resulting from being forced to live on the streets.		• Identify the available resources and programs available to help the homeless.

SECONDARY LEARNING GUIDE 12
UNDERSTANDING THE IMPACT OF NEW TECHNOLOGY ON LIFE AND WORK

1 – Explain the Evolution of Technology as a Means Through Which Needs and Wants Are Satisfied.	2 – Identify Current and Expected Developments in Technology for Areas of Agriculture, Business Management, Communication, Construction, Consumer Services, Education, Entertainment, Financial Management, Health Care, Household Operation, Industrial Production, Law Enforcement, Recreation, and Transportation.	3 – Identify the Positive and Negative Effects of Technological Developments on People.	4 – Determine the Skills Needed To Adapt to Technological Advancement at Work and Home.
• Recognize the development of technology and its effects on people.	• Recognize the need and value of technological information and developments.	• Develop an awareness of responsibility associated with the use of technology.	• Develop and awareness of job trends and skills needed to adapt to technological advancement.
• Analyze the impact of technology on current and future life.	• Develop an awareness of how technology is currently impacting work, family, and the community.	• List positive and negative effects that technology can have on health, the environment, and family life.	• Identify employability skills needed to become marketable in the technological jobs of the future.
• Identify solutions to technological problems.			• Develop a list of jobs and the skills needed for the jobs.
• Recognize that inventions satisfy needs and wants.			

SECONDARY LEARNING GUIDE 13
APPLYING CONSUMER AND HOMEMAKING SKILLS TO JOBS AND CAREERS

1 – Assess Own Qualifications Concerning Job Requirements and Personal Preferences.	2 – Describe Characteristics That Are Necessary To Get and Hold a Job.	3 – Identify and Relate Personal and Homemaking Skills to Specific Jobs and Careers That Apply to Paid Employment.	4 – Demonstrate the Procedures for Locating and Applying for a Job.
• Examine personal work needs and values.	• Given resources and checklists, become familiar with characteristics necessary to get a job.	• Identify personal and homemaking skills that apply to paid employment.	• Determine appropriate steps for job seeking.
• Relate personality, interests, and abilities to career or occupational preferences.	• Given examples, identify characteristics necessary to hold a job.	• Select a job suited for personal interests and level of education.	• Demonstrate skills needed to apply for a job.
• Examine paid or volunteer work experiences.	• Using various activities, determine personal characteristics or traits that can lead to job success.		• Identify sources available for locating jobs.
• Match personal work qualifications to job interests.			

SECONDARY LEARNING GUIDE 14
CONSERVING LIMITED RESOURCES

1 – Identify Resources Available to Individuals and Families.	2 – Identify Use and Misuse of Resources.	3 – Determine How Use of Resources Affects the Environment and Their Availability.	4 – Apply Principles of Conservation in Consumption Practices.
• Develop awareness of existing resources for the individual and family.	• Determine what factors may contribute to the use or misuse of resources.	• Recognize which resources are renewable and which are nonrenewable.	• Recognize the need for personal commitment to environmental problems.
• Determine how various factors affect the resources one has available.	• Show how decision-making skills can be used in determining appropriate use of resources.	• Become aware of how resource use may affect the environment.	• Identify consumption practices and techniques needed for conservation of resources.
	• Identify use or misuse of resources in individual situations.	• Cite ways to become responsible environmental consumers.	• Select and prepare an individual action plan for applying conservation principles.

SECONDARY LEARNING GUIDE 15
ASSISTING THE ELDERLY AND INDIVIDUALS WITH DISABILITIES

1 – Relate Needs of the Elderly to Quality of Life.	2 – Identify Support Services for Assisting the Elderly and/or Individuals with Disabilities.	3 – Describe Elder Abuse.
• Recognize how meeting basic human needs may affect quality of life.	• Describe the limitations of the elderly and/or individuals with disabilities in providing for their own needs.	• Define the problem of elder abuse.
• Distinguish between facts and myths regarding the elderly.	• Identify sources of help to assist the elderly and/or individuals with disabilities in providing for basic needs.	• Identify characteristics of the elderly that may put them at risk for abuse.
• Determine needs associated with developmental tasks of elderly people.	• Determine ways to reinforce positive self-esteem for the elderly and/or individuals with disabilities.	• Identify circumstances that may contribute to abuse of the elderly.
• List ways to assist the elderly in meeting their needs.	• Identify strategies for assisting the elderly and/or individuals with disabilities in coping with stress.	• List sources of help available to prevent abuse of the elderly and to assist the abused.

Document Two
Matrix

This second document under Instructional Planning, the Matrix, contains a list of general topics for quick reference. Specific numbered learning guides where the topics are covered are marked with an X. This enables the teacher to use several guides at one time if desired. For example, if working with the concept "lifestyle," a teacher can look in guides 3, 5, 7, 9, and 15 to see the emphasis given.

The following are the guide topics:

1. Strengthening Parenting Skills: Infants, Toddlers, and Preschool
2. Strengthening Parenting Skills: School Age
3. Strengthening Parenting Skills: Teenagers
4. Preventing Teen Pregnancy
5. Balancing Work and Family
6. Making Consumer Choices
7. Managing Individual and Family Resources
8. Improving Individual, Child, and Family Nutrition, Health and Wellness
9. Managing Home and Work Responsibilities
10. Improving Responses to Individual and Family Crises
11. Assisting At-Risk Populations
12. Understanding the Impact of New Technology on Life and Work
13. Applying Consumer and Homemaking Skills to Jobs and Careers
14. Conserving Limited Resources
15. Assisting the Elderly and Individuals with Disabilities

MATRIX – TOPICS USED IN PROJECT CONNECT LEARNING GUIDES

TOPICS	LEARNING GUIDE NUMBERS														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
abuse—spouse/elder											X				X
adolescence			X												
AIDS				X											
at-risk											X				X
attitude (positive, change)			X										X		
balancing work and family					X				X						
blended family			X												
career/job/occupation					X				X			X	X		
choices		X													
communication		X	X						X	X					
conflict (cause/resolution)									X	X					
conservation														X	
consumer/consumer information						X	X							X	
coping strategies					X				X	X					
costs: pregnancy/parent				X											
credit						X									
crisis										X	X				
decisions/decision-making process				X			X	X	X						
developmental tasks															X
disability/handicap															X
discipline/guidance		X													
dropout											X				
dual career			X		X				X				X		
earth-friendly shopping														X	
elderly															X
employability skills												X	X		
employment/work/workers												X	X		
environment												X		X	
family			X		X				X			X	X		
fathering roles									X						

TOPICS	LEARNING GUIDE NUMBERS														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
fitness								X							
food/diet/labeling	X					X		X							
food groups								X							
futuristic												X			
goals							X		X		X				X
guilt									X						
health/wellness								X							
homeless/housing											X			X	X
home-based careers													X		
home responsibilities					X				X				X		
homemaking/homemakers' roles					X				X				X		
human development (social, and so on)	X	X	X												
immunizations	X														
infant	X														
job requirements												X	X		
job satisfaction													X		
job skills													X		
job stress									X						
job values													X		
life-cycle					X		X								
lifestyle			X		X		X	X							X
management/management strategies					X		X		X						X
manners (work)													X		
needs (human/parenting/social)											X				
nontraditional family			X						X						
nutrition								X							X
nurturing	X	X													
organizational skills									X				X		
parenting	X	X	X	X					X						
parents—step/foster			X												
peers		X													

TOPICS	LEARNING GUIDE NUMBERS														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
personal appearance													X		
personality (employability)													X		
pollution														X	
poverty/at-risk											X				
pregnancy (teenage)				X											
problem solving/priorities			X		X		X		X			X			
quality of life														X	X
quality time									X	X					
recycling														X	
reproduction/reproductive systems				X											
resources			X		X		X				X			X	
resource management			X			X	X							X	
responsibility (home/child)		X		X					X						
role/dual role	X	X			X				X						
role expectation—role conflict									X						
self-concept		X						X			X				
self-esteem	X	X	X		X			X		X	X				X
self-help/assessment											X		X		
sexuality				X											
sex-role stereotyping									X						
sexually transmitted disease (STD)				X											
shopping					X	X									
single parent			X						X						
skills/homemaking									X				X		
skills/transferrable												X	X		
stress/family/child									X	X					
stress (stressors/management)			X		X				X	X					X
support systems/services	X		X			X				X	X				X
technology											X		X		
time management/wasters	X									X					
values			X						X						

STUDENT POPULATION

This part of the learning guide is information developed for teachers who would be working with varying populations and types of students, specifically the disadvantaged. Rather than omit this section, it is included for secondary teachers to keep in mind and use as they work with students who may have similar characteristics.

Home economics deals with families and problems that families face. If home economics is to be meaningful for all students, instruction and content must be relevant to students of varying lifestyles, cultures, and values.

In order to know more about students, it may be necessary to research the environment in which the students live. This research need not be formal, but does need to be done systematically. Explore the community in which students live such as the number and types of churches, housing, bus routes, and agencies or organizations that are open to the community or neighborhood. A quick questionnaire can also be used at the beginning of a group session, which would be designed to assess needs, interests, and resources. These can then be tabulated on-site.

Understanding factors like economic disadvantage or poverty are critical to creating learning environments that meet the unique needs of students.

Characteristics of the Economically Disadvantaged

The economically disadvantaged have the same basic needs—physical, emotional, and psychological—as those with more economic resources. The main difference between the economically disadvantaged and those who are not economically disadvantaged is the degree to which they are able to meet those needs.

Characteristics and limitations of the economically disadvantaged and/or poor may be useful in understanding some of the problems they face. However, it is important in working with individuals to avoid assuming that all are alike. They are not one homogenous group. The teacher must learn the special problems of each individual when working with the participants just as he/she would in any teaching situation.

Identifying characteristics for the economically disadvantaged might include living in an economically depressed area; living in substandard housing; being dependent on social services for some/many needs; having a work history of unemployment or underemployment; and having a low income or funds too limited to meet basic needs.

Characteristics Which May Affect Learning

The following are some characteristics of the student population which may affect learning:

- limited life experiences (e.g., may not have traveled far from home)
- limited perspective on life
- burdens with inward and outward stressors which prevents students from giving much of themselves to sessions
- short-term goal orientation (unable to do much planning ahead)
- fatalistic and apathetic attitude (little sense of their ability to control their own destiny)
- chronic poor state of wellness (malnutrition, inadequate medical care, inadequate housing and sanitation, early pregnancies, and limited prenatal care resulting in a poor start in life)
- may have feelings of insecurity and lack of self-confidence, particularly if previously experienced failure in educational settings
- alienation—feeling of not belonging; being unloved or unwanted; and/or lacking self-worth and esteem

Deprived students may have limited reading and writing abilities, may show unfamiliarity with resource materials not usually available in the home, and their view of reality outside their immediate environment may be based on TV.

What Works for the Disadvantaged? What Would Make an Impact?

Many disadvantaged people desire a better, more dignified way of life. They may not need relief money or information about programs as much as they need communication, personal development, and a chance to be part of the larger community. Efforts should be focused toward improving their adjustment to a changing society.

Based on some interviews with Human Services professionals, the following suggestions were given for teaching economically disadvantaged adults and youth:

- The teacher needs to establish trust in order to work effectively with the disadvantaged. Trust is imperative.
- Respect for the student is essential. You must preserve their dignity. The disadvantaged are proud but may be insecure, dependent, and isolated. They may have low self-esteem. They need attention, lots of praise, and positive reinforcement. We need to help the disadvantaged obtain a good sense of who they are. Work on self-esteem, basic life skills, and goal setting.
- Never ever laugh at a question (or roll your eyes) just because you've been asked the same question many times.
- Remember economically disadvantaged people are that way for a reason.
- The economically disadvantaged often have skills—a lot of skills—and can become excellent problem solvers. They need help in recognizing what their skills are.
- Use all kinds of learning activities. Use all kinds of techniques. Don't lecture. Avoid theories. Talk about what is important to them. It is important not to pass judgment on their values.
- For evaluation, ask students what they have accomplished. We measure small steps . . . We learn to stroke ourselves.
- Show them that you care.

The following are some descriptions of instruction that are exemplary for economically disadvantaged students:

- Make instruction relevant to students.
- Encourage students to deal with big ideas—not just isolated facts.
- Address real-life issues.
- Encourage students to help decide what instruction is relevant.
- Use active learning strategies and hands-on experience.
- Exhibit fair and just behavior.
- Encourage perseverance to meet high standards (Haberman, 1992).

STRATEGIES/IMPLICATIONS FOR TEACHERS

These strategies, developed for the adult guide, are left in as a source of information and help for secondary teachers.

The following are some possible implications for working with the student population:

- Give help building confidence. Make use of the resources of his/her environment. Deal with family pressures and conflict, job preparation, and placement.
- Teach problem-solving skills. Give practice in seeing alternatives and finding resources for solving problems.
- Reinforce positive personal/social behavior. Praise success liberally. Give students a chance to succeed at something.
- Develop a rapport; establish trust.
- Treat students with respect; do not preach or talk down to them.
- Find out what students see as problems; start with where they are.
- Show empathy, not just sympathy.
- Use unbiased materials. Choose visuals and materials that are multiracial and multiethnic.
- Change the format to meet the unique characteristics of the student population.
- Use instructional approaches which involve acting, doing, moving, discovering (e.g., field trips, resource persons, inquiry, demonstration, multimedia), and a variety of approaches for each session.
- Show sincere interest and try to provide concrete help with immediate matters.
- Use techniques to help in adjusting to the rapid socioeconomic changes of the times.
- Use individual student talents to enrich learning experiences.

Points to keep in mind for special populations such as the incarcerated:

- They are not good at self-evaluation. They are more likely to tell you what they are not good at (self-esteem).
- Their values are not middle class. It is, however, important to deal with issues that relate to their values and the consequences of their values.

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General Guide – Notes

WORLD-CLASS EDUCATION FOR THE 21ST CENTURY: THE CHALLENGE AND THE VISION

VISION STATEMENT

As we approach the 21st century, there is broad-based agreement that the education we provide for our children will determine America's future role in the community of nations, the character of our society, and the quality of our individual lives. Thus, education has become the most important responsibility of our nation and our state, with an imperative for bold new directions and renewed commitments.

To meet the global challenges this responsibility presents, the State of Illinois will provide the leadership necessary to guarantee access to a system of high-quality public education. This system will develop in all students the knowledge, understanding, skills and attitudes that will enable all residents to lead productive and fulfilling lives in a complex and changing society. All students will be provided appropriate and adequate opportunities to learn to:

- communicate with words, numbers, visual images, symbols and sounds;
- think analytically and creatively, and be able to solve problems to meet personal, social and academic needs;
- develop physical and emotional well-being;
- contribute as citizens in local, state, national and global communities;
- work independently and cooperatively in groups;
- understand and appreciate the diversity of our world and the interdependence of its peoples;
- contribute to the economic well-being of society; and
- continue to learn throughout their lives.

MISSION STATEMENT

The State Board of Education believes that the current educational system is not meeting the needs of the people of Illinois. Substantial change is needed to fulfill this responsibility. The State Board of Education will provide the leadership necessary to begin this process of change by committing to the following goals.

ILLINOIS GOALS

1. Each Illinois public school student will exhibit mastery of the learner outcomes defined in the State Goals for Learning, demonstrate the ability to solve problems and perform tasks requiring higher-order thinking skills, and be prepared to succeed in our diverse society and the global work force.

2. All people of Illinois will be literate, lifelong learners who are knowledgeable about the rights and responsibilities of citizenship and able to contribute to the social and economic well-being of our diverse, global society.

3. All Illinois public school students will be served by an education delivery system which focuses on student outcomes; promotes maximum flexibility for shared decision making at the local level; and has an accountability process which includes rewards, interventions and assistance for schools.

4. All Illinois public school students will have access to schools and classrooms with highly qualified and effective professionals who ensure that students achieve high levels of learning.

5. All Illinois public school students will attend schools which effectively use technology as a resource to support student learning and improve operational efficiency.

6. All Illinois public school students will attend schools which actively develop the support, involvement and commitment of their community by the establishment of partnerships and/or linkages to ensure the success of all students.

7. Every Illinois public school student will attend a school that is supported by an adequate, equitable, stable and predictable system of finance.

8. Each child in Illinois will receive the support services necessary to enter the public school system ready to learn and progress successfully through school. The public school system will serve as a leader in collaborative efforts among private and public agencies so that comprehensive and coordinated health, human and social services reach children and their families.

Developed by citizens of Illinois through a process supported by the Governor, the Illinois State Board of Education and the Illinois Business Roundtable. Adopted as a centerpiece for school improvement efforts.

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ILLINOIS STATE BOARD OF EDUCATION
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